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The Effectiveness of Group Counseling Services Using Self-Management Techniques on Students' Learning Time Management

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Abstract

The Effectiveness of Group Counseling Services Using Self-Management Techniques on Students' Learning Time Management. This study aims to determine the effectiveness of group guidance services with self-management techniques on student study time management at Sanggar Bimbingan Kepong Malaysia. The population of this study was 6 sixth-grade students, and the sample was taken purposively. The study used a quantitative approach with a quasi-experimental one-group pretest-posttest design. The pre-test results showed that out of 6 students, 3 students were in the low category and 3 students were in the medium category, while the post-test results showed that all students were in the very high category. The treatment was given in one meeting. Hypothesis testing using the Wilcoxon Signed Rank Test with the help of SPSS produced an Asymp. Sig = 0.028 < 0.05, so H_0 was rejected and H_1 was accepted, indicating a significant change in student study time management after the treatment. This study contributes to the development of guidance and counseling (BK) science by strengthening evidence that self-management techniques in group guidance can improve students' time management skills, which is one of the important competencies in students' character and academic development. The results of this study provide implications for BK teachers, namely that the use of group guidance services with self-management techniques can be an effective strategy in fostering and improving students' study time management at school.

Keywords: *Group Guidance, Self Management, Study Time Management, Guidance and Counseling.*

A. Introduction

Education is recognized as a continuous process and a fundamental human necessity, encompassing activities of educating, teaching, and training. Pursuant to Law Number 20 of 2003 on the National Education System (SISDIKNAS), education constitutes a deliberate and planned endeavor aimed at creating a learning environment that enables learners to optimally develop their potential—spiritually, personally, intellectually, morally, and in the skills required for active participation in society and the nation.

The Muhammadiyah Kepong Guidance Center (Sanggar Bimbingan, SB), one of twelve centers operating under the coordination of the Indonesian School Kuala Lumpur (SIKL), Malaysia, was established in 2022 by the Special Branch of Muhammadiyah Malaysia (PCIM) and officially inaugurated by the Embassy of the Republic of Indonesia and the Indonesian Education and Cultural Attaché. The center serves approximately eighty (80) students, all of whom are children of Indonesian Migrant Workers (PMI) residing in Malaysia, providing non-formal education. The center functions not only as a complement to formal schooling but also as a dedicated space for reinforcing character, social, and emotional development through programs including public speaking training, flag ceremonies, Arabic vocabulary instruction, and basic literacy education. These initiatives employ a participatory and practical approach, fostering the development of students' soft skills (Handayani, Khairil, & Kusmajid, 2021).

Time management constitutes one of the essential competencies that underpin students' learning effectiveness. According to Downs (2008), time management is defined as a method for developing and utilizing processes or tools to attain optimal efficiency, effectiveness, and productivity. Effective time management enables students to allocate their time productively, complete assignments punctually, and balance learning activities with other obligations. School counseling (BK) plays a pivotal role in assisting students to comprehend and implement time management within their daily learning routines (Winkel & Hastuti in Mustakim, 2022).

Previous research conducted by Andre Setiawan et al. (2024) at SMAN 14 Semarang revealed that more than fifty percent of students exhibited low to very

low levels of time management. That study employed solely a quantitative approach utilizing a mini-survey adapted from Downs (2008) instruments, and therefore did not sufficiently examine the impact of BK interventions or group dynamics in enhancing time management. Research conducted at the Muhammadiyah Kepong Guidance Center in Malaysia among sixth-grade students demonstrated a similar pattern, where students tended to engage in last-minute studying (“cramming”) and studied only prior to examinations. Consequently, a research gap persists regarding the application of self-management-based group counseling in non-formal educational settings for children of Indonesian Migrant Workers (PMI) overseas.

Time management theory is intrinsically related to school counseling, as counselors assist students in planning, focusing, and evaluating their learning activities (Corey in Sona & Yanti, 2020). Self-management techniques within group counseling provide students with opportunities to regulate their behaviors, thoughts, and emotions in the learning context, while simultaneously leveraging group dynamics to exchange effective time management strategies. Hence, school counseling (BK) not only offers guidance but also facilitates the development of students’ independence and learning discipline.

This study aims to optimize the learning time management of sixth-grade students at the Muhammadiyah Kepong Guidance Center in Malaysia through group counseling interventions based on self-management techniques. The significance of this research lies in both its contextual and methodological novelty. Contextually, the study addresses a gap in the literature by focusing on non-formal educational settings for children of Indonesian Migrant Workers (PMI) abroad, which have thus far been scarcely examined empirically. Methodologically, the research simultaneously integrates group counseling approaches with self-management techniques, enabling students not only to acquire theoretical understanding but also to internalize and practically apply time management skills in their daily routines. Furthermore, by combining group discussion methods with hands-on practice, this study provides a more applied depth of understanding

compared to previous quantitative studies, which were generally limited to measuring effects without exploring behavioral processes.

B. Research Method

1. Research Approach and Design

This study employed a quantitative approach using a quasi-experimental method. The quasi-experimental method was selected because the researcher could not randomly assign participants (non-random assignment), as the student groups had already been naturally formed in the sixth-grade class at the Muhammadiyah Kepong Guidance Center in Malaysia (Isnawan, 2020). According to Sugiyono (2018:11), the experimental method is a quantitative research design used to determine the effect of an independent variable (treatment) on a dependent variable (outcome) under controlled conditions.

The design implemented was the One-Group Pretest-Posttest Design, in which a single group of students was measured before (pretest) and after (posttest) the administration of the intervention. The rationale for employing this design was the relatively small population size (six students), which made the use of an additional control group impractical. Nonetheless, this design allowed the researcher to identify changes in students' time management abilities following the self-management-based group counseling intervention. Data analysis was conducted using descriptive and inferential statistics, with paired sample t-tests performed through SPSS software version 25.

2. Population and Sample

The population of this study consisted of sixth-grade students at the Muhammadiyah Kepong Guidance Center in Malaysia for the 2025/2026 academic year, totaling six students. The entire population was included as the research sample (total sampling) due to the small number of students, with total sampling considered representative for this study (Sugiyono, 2018; 2020). This technique allowed all members of the population to participate, thereby minimizing the risk of generalization errors.

3. Research Instruments and Validity

Data collection in this study was conducted using a questionnaire instrument designed to measure students' understanding and practice of time management through a self-management approach. To ensure the quality of the data, validity testing was performed in two main stages: content validity and construct validity. Content validity was achieved by synthesizing time management indicators from Downs (2008) and self-management techniques according to Corey (in Sona & Yanti, 2020), which were then reviewed through expert judgment by two Guidance and Counseling experts and one practicing classroom teacher. Construct validity was subsequently tested using item-total correlation analysis to ensure that each questionnaire item empirically represented the behavioral construct being measured consistently.

The questionnaire instrument was developed based on five main indicators representing the dimensions of students' learning time management: the ability to prepare a daily schedule (planning), determining task priorities based on urgency (prioritization), self-control against learning distractions (self-control), self-evaluation of learning achievement (self-monitoring), and discipline in completing tasks on time (discipline). Measurement was conducted using a four-point Likert scale, ranging from Strongly Disagree (score 1) to Strongly Agree (score 4). The selection of a four-point scale aimed to eliminate respondents' tendency to choose neutral responses (central tendency bias), thereby producing more precise and accurate data in reflecting students' time management behaviors.

4. Research Procedure

The research procedure was conducted through three systematic stages, following the operational framework proposed by Arikunto (2013). The first stage, **preparation**, included a preliminary survey to map students' time management profiles and the development of measurement instruments in the form of pre-test and post-test questionnaires, accompanied by intervention guidelines.

The implementation stage began with the collection of initial data (pre-test/O1) to identify respondents' baseline understanding, followed by the administration of the intervention (X) in the form of self-management-based group counseling services. The intervention was carried out intensively over three

sessions, each lasting 45 minutes within one week. These sessions integrated group discussion dynamics, practical training in task prioritization, and daily reflection on the internalization of techniques. The intervention concluded with a post-test (O2) to measure significant changes in students' time management abilities.

The reporting stage involved comparative data analysis to evaluate the effectiveness of the intervention, which was subsequently documented in a comprehensive research report.

The conduct of this study fully adhered to the principles of research ethics in guidance and counseling to ensure the protection of participants' rights and well-being. Ethical commitments began with an **informed consent** procedure, in which respondents were provided with a comprehensive explanation of the study's objectives, benefits, and their roles. The researcher ensured strict **confidentiality** of students' identities and personal data and maintained **anonymity** in the processing of results. All data were collected objectively without manipulation to preserve scientific integrity and academic honesty. Moreover, **fairness** was applied by providing equal treatment to each student throughout the intervention and the completion of instruments, while full responsibility for the impact and continuity of each procedural stage remained under the researcher's control.

Research Design Scheme

Stage	Description
O1	Pre-test: measuring students' time management understanding prior to the intervention
X	Intervention: self-management-based group counseling
O2	Post-test: measuring students' time management understanding following

	the intervention
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C. Results and Discussion

1. Results

a. Pre-test and Post-test Scores

The following table presents the students’ time management scores before and after receiving self-management-based group counseling services:

Table of Pre-test and Post-test Scores

No	Student Code	Pre-test (Score)	Category	Post-test (Score)	Category
1	SN	22	Moderate	68	Very High
2	M	17	Low	67	Very High
3	R	25	Moderate	68	Very High
4	R	18	Low	70	Very High
5	U	29	Moderate	69	Very High
6	PR	17	Low	66	Very High

Based on the data above, the average pre-test score was 21 (low category), whereas the average post-test score increased to 68 (very high category). This indicates a significant improvement in students’ time management abilities after receiving self-management-based group counseling.

b. Frequency Distribution

Time Management Frequency Distribution (Pre-test and Post-test)

Kategori	Interval	<i>Pre-test</i>	<i>Post-test</i>
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		Frekuensi	Presentase	Frekuensi	Presentase
Very High	>48	-	-	6	100%
High	47-35	-	-	-	-
Moderate	34-22	3	50%	-	-
Low	21-9	3	50%	-	-
Very Low	<8	-	-	-	-
Total		6	100%	6	100%

The table shows that prior to the intervention, 50% of students fell into the moderate category and 50% into the low category. After the intervention, 100% of students were in the very high category, indicating that all students experienced significant improvement.

Tabel hasil analisis *Wilcoxon Signed Ranks Pretest dan Posttest*

Test Statistics^a

	posttest - pretest
Z	-2.201 ^b
Asymp. Sig. (2-tailed)	.028

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

The Asymp. Sig. (2-tailed) value = 0.028 < 0.05, thus H_0 is rejected and H_1 is accepted. This confirms a significant difference between the pre-test and post-test scores.

Tabel analisis perbedaan pretest dan posttest

		Ranks		
		N	Mean Rank	Sum of Ranks
posttest - pretest	Negative Ranks	0 ^a	.00	.00
	Positive Ranks	6 ^b	3.50	21.00
	Ties	0 ^c		
	Total	6		

a. posttest < pretest

b. posttest > pretest

All students showed positive ranks, meaning post-test scores were higher than pre-test scores, indicating significant improvement in time management abilities after receiving self-management-based group counseling. This demonstrates that the intervention effectively facilitated students in understanding, planning, and implementing time management strategies efficiently.

d. Direct Quotes and Interpretation

Behavioral transformation following the intervention was confirmed through participants' self-reports, indicating significant improvements in planning and discipline dimensions. SN, one participant, stated that he is now able to create study schedules and complete assignments on time—a stark contrast to previous procrastination habits. This statement represents the successful internalization of self-management principles, where students shifted from reactive to proactive learning patterns through independently structured daily activities.

Metacognitive awareness of activity regulation also emerged as a significant finding. Participant M reflected on feeling more organized because he could differentiate time between academic demands and rest periods. This aligns with Corey's self-management concept (in Sona & Yanti, 2020), which emphasizes that effective time management is not merely about working harder but about an individual's ability to balance various life aspects through optimal self-regulation strategies.

Furthermore, group dynamics proved to be a catalyst in understanding students' time management strategies. Participant U emphasized that interaction within group counseling facilitated peer learning, accelerating the internalization of the material. Collective discussion enabled students to move beyond theoretical understanding and begin applying managerial concepts to daily life, creating a learning environment that is both social and practical.

Overall, students demonstrated active engagement across the full spectrum of self-management, from planning, self-control over distractions, to self-monitoring. These changes were not only quantitatively validated through increased post-test scores but also reinforced by qualitative subjective data indicating the development of more disciplined learning habits. The findings confirm that group counseling serves effectively as a behavioral laboratory, allowing students to practice self-regulation.

Ultimately, this intervention contributed significantly to fostering independence and personal responsibility, particularly for children of Indonesian Migrant Workers (PMI) in non-formal educational settings in Malaysia. Given the educational access challenges they face, mastering time management skills becomes a critical resilience competency. In this context, group counseling serves not only as an instructional medium but also as a psychological empowerment instrument, equipping students with essential life skills to overcome learning barriers in transnational environments.

2. Discussion

The results indicate that self-management-based group counseling significantly enhanced students' time management abilities. Prior to the intervention, students faced various difficulties, such as inability to structure study schedules, challenges in prioritizing tasks, and frequent procrastination in completing assignments. These findings are consistent with the study by Andre Setiawan et al. (2024), which reported that most students exhibited low levels of time management, thereby affecting their learning effectiveness and academic achievement.

Self-management, according to Corey (2020), encompasses an individual's ability to plan, focus, exercise self-control, and evaluate activities independently. Group counseling provides students with opportunities to practice these competencies through hands-on activities, group discussions, and daily reflection. Students learn to create daily schedules, set task priorities, control distractions, and evaluate their learning achievements on a daily basis. In this way, students internalize disciplined learning habits and enhance self-awareness regarding time management.

Time management theory, as proposed by Downs (2008), emphasizes the importance of using time effectively to make learning activities more efficient and productive. In the context of this study, students began to understand how to allocate their time between studying, completing assignments, and engaging in other activities. This not only increases academic efficiency but also fosters habits beneficial for daily life, such as reducing procrastination and managing rest time in a balanced manner.

School counseling (BK), according to Winkel and Hastuti (in Mustakim, 2022), plays a role in assisting individuals to understand themselves and their environment. The group counseling intervention in this study demonstrates that BK does not merely focus on providing directions but also facilitates students in developing time management skills through self-management practice. The findings highlight BK's strategic role in cultivating students' character, discipline, and independence, particularly within non-formal educational settings for children of Indonesian Migrant Workers (PMI) abroad.

The results of this study confirm the effectiveness of self-management-based group counseling in transforming students' learning behavior patterns. These findings align with the study by Wolters & Brady (2021), which asserts that proficient time management skills positively correlate with task organization efficiency and improved academic performance. However, this study contributes more specifically by demonstrating that at the elementary school level in non-

formal educational environments, group interventions can serve as a catalyst for establishing systematic learning habits amid limited educational facilities.

The primary distinction of this study lies in its methodological approach, which extends beyond mere descriptive mapping. Unlike the study by Setiawan et al. (2024), which predominantly relied on quantitative surveys to measure time management, this research integrates active interventions that result in observable behavioral changes. Through group counseling, the data generated are not solely descriptive statistics but also practical and applicable, as they are based on students' direct experiences in implementing self-regulation techniques in a clinically measurable manner.

Operationally, the success of this intervention is supported by the elaboration of five key aspects of self-management. The planning and prioritization components equip students with managerial capabilities to hierarchically organize daily targets. These are reinforced by self-control techniques to reduce external distractions, such as excessive use of electronic devices. By combining these elements, students not only learn to manage their time but also train cognitive regulation in coping with academic task pressures.

Furthermore, the monitoring and discipline phases are crucial for the internalization of long-term behavioral change. Through self-evaluation of achieved learning targets, students are able to identify personal obstacles and make autonomous corrections. The integration of instructional and practical elements within group counseling demonstrates that School Counseling (BK) services effectively facilitate behavioral transformation that extends beyond cognitive understanding, culminating in the development of independent and structured learning character.

The study results indicate a significant increase from pre-test scores (low to moderate category) to post-test scores (very high category). This confirms that self-management-based group counseling is effective in cultivating disciplined, structured, and independent learning habits. The group counseling process provides students with opportunities to learn from each other, share experiences, and apply the taught time management strategies in real-life contexts.

This research affirms that School Counseling (BK) services can be significantly optimized through the integration of a transformative self-management approach. Within this framework, the role of counselors is reoriented from mere instructors to strategic facilitators who identify students' managerial obstacles, assist in the practical articulation of study schedules, and stimulate continuous self-reflection. The synergy between instructional and practical clinical dimensions in group counseling not only equips students with technical time management skills but also strengthens the foundation of autonomy and self-regulation. The implications of this study are particularly critical for developing counseling models in non-formal education settings, especially in empowering children of Indonesian Migrant Workers (PMI) abroad to achieve academic resilience through mastery of autonomous self-control.

D. Conclusion

Self-management-based group counseling services significantly enhanced the learning time management abilities of sixth-grade students at the Muhammadiyah Kepong Guidance Center in Malaysia. This was evidenced by the increase in average scores from pre-test to post-test, as well as students' positive responses to the application of self-management in planning, task prioritization, self-control, and monitoring of learning activities.

School Counseling (BK) plays a pivotal role in fostering students' independence and self-regulation through the practice of self-management, while simultaneously reinforcing Downs' (2008) time management theory and Corey's self-management concept (in Sona & Yanti, 2020) within non-formal educational settings. BK teachers can leverage group counseling with self-management strategies as a means to improve students' learning discipline, task management, and overall learning effectiveness.

The educational policy implications indicate the necessity of integrating self-management-based group counseling programs into both non-formal and formal curricula, particularly for students facing time management challenges. The limitations of this study include the small sample size, the context being confined

to a single class, and the relatively short duration of the intervention; therefore, generalization of the results should be approached with caution. Future research is recommended to examine the effectiveness of the intervention on larger populations, across varied grade levels, and over longer durations, as well as to incorporate qualitative methods to explore students' subjective experiences more deeply.

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